

Montana School Accreditation Standards and Procedures 10.55.601
Five-Year Comprehensive Education Plan



Due May 1, 2003

Five-Year Comprehensive Education Plan

Comprehensive Education Plan – Working Draft
Office of Public Instruction, Linda McCulloch, Superintendent
February 2003

Introduction

Accreditation Standard 10.55.601

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

- District Plan - The ultimate goal is for a district to generate a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.
- School Plan - To foster continuous education improvement throughout the district and to meet the needs of all students in every school, every school in the district will develop and have on file in the district office, a five-year school comprehensive education plan following the district plan requirements.
- The comprehensive education plan includes five components:
 - (a) a school district level education profile, provided in guidance by the OPI;
 - (b) district educational goals;
 - (c) a description of planned progress toward implementing all content, performance, and program area standards;
 - (d) a description of strategies for assessing student progress toward meeting all content and performance standards; and
 - (e) a professional development component.

All districts are required to complete and return Sections A through F to the Office of Public Instruction by May 1, 2003.

Comprehensive Education Planning

Guiding Principles

In June 2001, a group of Montana educators met to define a continuous improvement planning process that would be easily understood by the many diverse shareholders and align well with other ongoing improvement planning processes currently used across the state. In order to help guide the development of a meaningful and useful end product for districts, the following guiding principles for District/School Comprehensive Education Planning were identified.

- The plan must focus on improvement and increased student performance for ALL students.
- The plan must include a comprehensive system to measure and report change in demographics, attitude, achievement, and processes.
- The planning process must be a means to a greater end (improved student performance) and not an end in itself.
- Decisions must be made through a collaborative process with representation from a variety of stakeholder groups, including parents. Teaching staff must be a driving force in the planning process, including professional development planning.
- Decisions must be based on current district/school information about demographics, achievement, climate, and programs. Goals with measurable objectives must be set in order to define and monitor change.
- The process must use and create data that is understandable, meaningful, and easily accessible by all stakeholder groups.
- The process must be continuous.

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Accreditation Standards: Procedures 10.55.601

(See Montana School Accreditation Manual, Chapter 55, page 1)

- (1) The board of public education adopts standards of accreditation upon the recommendation of the state superintendent of public instruction.
- (2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school.
- (3) To ensure continuous education improvement, the school district shall develop, implement, evaluate, and revise a five-year comprehensive education plan.**
 - (a) This plan shall include:**
 - (i) a school district level education profile as described in guidance provided periodically by the office of public instruction;**
 - (ii) the school district's educational goals in accordance with ARM 10.55.701;**
 - (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in ARM 10.55.603;**
 - (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with ARM 10.55.603; and**
 - (v) a professional development component, in accordance with ARM 10.55.714.**
 - (b) By May 1, 2003, the district trustees shall file their adopted five-year comprehensive education plan with the office of public instruction and make their plan available to employees and the public.**
 - (c) The office of public instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of each school district's comprehensive education plan.**
 - (4) To ensure continuous educational improvement and to meet the identified needs of students in every school, every school in the district shall develop and have on file in the district office a comprehensive education plan.**
 - (5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students.
 - (6) School districts are required to maintain present programs that meet current standards until such standards are superseded. The content and performance standards will supersede model learner goals according to the following schedule:
 - (a) Reading — November 1998;
 - (b) Mathematics — November 1998;
 - (c) Science — October 1999;
 - (d) Technology — October 1999;
 - (e) Health enhancement — October 1999;
 - (f) Communication arts aligned to the reading content and performance standards — October 1999;
 - (g) World languages — October 1999;
 - (h) Social studies — October 2000;
 - (i) Arts — October 2000;
 - (j) Library media — October 2000;
 - (k) Workplace competencies — October 2000;
 - (l) Vocational/technical education — October 2001.
 - (7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the board of public education. A school district shall maintain programs to align with the state's schedule for revising standards.

Section A – District/School Education Profile

Accreditation Standards: Procedures, 10.55.601 (Montana School Accreditation Manual, Chapter 55, page 1) **(3)(a)(i) a school district level education profile as described in guidance provided periodically by the office of public instruction**

Districts' profiles must include, at a minimum, the information below, templates for each of the items in the following list may be download from the OPI Web site at www.opi.state.mt.us, pull down menu "5-Year Comprehensive Education Plan" then "District Profiling: OPI Guidance and Templates."

Guidance provided by the Office of Public Instruction

Include the following data and analysis of data by category (1-4). Describe how significant findings impact the district's Five-Year Comprehensive Education Plan.

1) District-Level Demographic Data and Narrative

- a. Student Demographic Data
 - i. Grade Level Enrollment
 - ii. Total Enrollment 10 Years
 - iii. Number and percentage of students in each ethnic subcategory
 - 1. American Indian/Alaska Native
 - 2. Asian American
 - 3. Hispanic or Latino
 - 4. Black or African American
 - 5. Native Hawaiian or Pacific Islander
 - 6. White, non-Hispanic
 - iv. Number and percentage of students eligible for free and reduced lunch
 - v. Number and percentage of students by gender
 - vi. Number and percentage of students with disabilities (IDEA Eligible)
 - 1. Number and percentage of students with disabilities by gender
 - 2. Number and percentage of students with disabilities by racial/ethnic origin
 - vii. Number and percentage of students with disabilities by Disability Category
 - viii. Number and Percentage of Limited English Proficient Students Identified
 - ix. Drop-out rates by gender, racial/ethnic origin, students with disabilities
- b. Teacher Demographic Data
 - i. Teacher (FTE) Ethnic Origin
 - ii. Teacher (FTE) Gender
 - iii. Number and Percentage Certified and Endorsed in the Field they Teach
 - iv. Number and Percentage Interning
- c. Other demographic data relevant to individual district plan

2) Student Achievement Data and Narrative

- a. ITBS/ITED and Alternate Achievement Test results ALL students 4, 8, 11 by proficiency categories (Novice, Nearing Proficiency, Proficient, Advanced) in Mathematics, Reading, Language Arts, Science and Social Studies

- b. ITBS/ITED Achievement Results for students in Mathematics, Reading, Language Arts, Science and Social Studies by proficiency categories (Novice, Nearing Proficiency, Proficient, Advanced) disaggregated by:
 - i. Gender
 - ii. Free/Reduced Lunch Eligibility
 - iii. Racial/Ethnic Origin
 - iv. Special Education (IDEA eligible) and non-IDEA eligible
 - v. Limited English Proficient
- c. Completion Rates disaggregated by above categories
- d. Other student achievement data relevant to district mission, philosophy, and goals

3) District Climate Data (Perception/attitudinal/behavior) and Narrative

School climate data may include, but is not limited to, school and district information concerning

- a. Honors and Awards
- b. Intramural and Extracurricular Activities
- c. Co curricular Activities
- d. Climate Surveys
 - i. Student Attitudinal and/or Behavioral Surveys and Records
 - ii. Staff Attitudinal and/or Professional Development Surveys
 - iii. Parent and/or Community Attitudinal and Belief Surveys
- e. Incidence of Violence, Weapons, and Illegal Drugs Used on Campus
 - i. By All and Gender
 - ii. By Ethnicity
 - iii. By Special Education (IDEA eligible) and on-IDEA eligible
- f. Suspension and Expulsion Records by
 - i. All and Gender
 - ii. Ethnicity
 - iii. Special Education (IDEA eligible) and Non-IDEA eligible
- g. Follow-Up Surveys of Graduates and Other Students no Longer in Attendance
- h. Other climate data relevant to district mission, philosophy, and goals

The above information may be gathered in a variety of ways, for example, data from:

- 1) Youth Risk Behavior Survey (YRBS) and/or Prevention Needs Assessment (PNA);
- 2) Teacher/student/parent surveys, which are inclusive of all student populations and disaggregateable;
- 3) Follow-up surveys of graduates and other students no longer in attendance;
- 4) Interviews;
- 5) Montana Behavior Initiative behavior logs (MBI); and
- 6) Character Education Survey data.

4) District Process Data (policies and programs)

- a. Program offerings and courses, including College Prep courses
- b. Advanced Placement and Test Data
- c. Gifted Program
 - i. Participation and
 - ii. Identification process
- d. After school programs, summer enrichment programs
- e. Report, by grade level, of the student/teacher ratio
- f. Progress toward meeting Program Foundation Standards (See Montana School Accreditation Standards Manual 10.55.1003 Chapter 55, pages 14).
- g. Other process and program data relevant to district mission, philosophy and goals

Section B-District Vision/Mission, Philosophy, and Goals

Accreditation Standards: Procedures, 10.55.601 (Montana School Accreditation Manual, Chapter 55, page 1)(3)(a)(ii) the school district's educational goals in accordance with **ARM, 10.55.701** (Montana School Accreditation Manual, Board of Trustees, Chapter 55, page 5).

District Vision/Mission Statement

District Philosophy of Education

States, districts, and schools are required at a minimum by the U.S. Department of Education to address these performance goals.

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited English proficient students will become proficient in English.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
5. All students will graduate from high school.

The Five Year Comprehensive Education Plan has been designed to assist districts in achieving these goals and the state standards.

District Goals

Section C – Implementing content, performance, and assessment requirements

Accreditation Standards: Procedures, 10.55.601 (See Montana Accreditation Standards Manual, Chapter 55, page 1) (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in Curriculum and Assessment, 10.55.603 (See Montana Accreditation Standards Manual, Chapter 55, page 2); (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with Curriculum and Development, ARM 10.55.603

Complete the following table:

Montana Content & Performance Standards	Year district curriculum was or will be aligned to state content and performance standards.	Year assessment was or will be aligned to district curriculum and state content and performance standards.	Brief description of strategies used to assess student's progress in meeting district curriculum and Montana Content and Performance Standards.	A plan for program evaluation is in place Name Program Delivery Standards currently being addressed. Include a date of projected completion. (See Montana School Accreditation Standards, Chapter 55, pages 14 – 20)
Sample				
K-12 Mathematics	2001	2002	K-4 Performance Assessment & Portfolio 5-8 Performance Assessment, Short Answer 9-12 Portfolio and NCTM Performance Assessment	Math Program Delivery Standard 10.55.1401 (1)(a) provide a well-articulated curriculum that challenges (all) students. 2001
K-12 Mathematics				
K-12 Communication Arts				
K-12 Reading				
K-12 Writing				
K-12 Literature				
K-12 Speaking Listening				
K-12 Media Literacy				
K-12 Science				
K-12 Social Studies				

Montana Content & Performance Standards	Year district curriculum was or will be aligned to state content and performance standards.	Year assessment was or will be aligned to district curriculum and state content and performance standards.	Brief description of strategies used to assess student's progress in meeting district curriculum and Montana Content and Performance Standards.	A plan for program evaluation is in place Name Program Delivery Standards currently being addressed. Include a date of projected completion. (See Montana School Accreditation Standards, Chapter 55, pages 14 – 20)
K-12 Health Enhancement				
K-12 Library Media				
K-12 Fine Arts				
K-12 Technology				
K-12 World Language				
K-12 Workplace Competencies				
K-12 Career & Vocational Technical Education				

Section D – Process Used by District to Align Local Curriculum and Assessment and Plan Professional Development.

10.55.601 (iii) a description of planned progress toward implementing all content, performance, and program area standards, in accordance with the schedule in 10.55.603 (See Montana Accreditation Standards Manual, Chapter 55, page 2); (iv) a description of strategies for assessing student progress toward meeting all content and performance standards, in accordance with 10.55.603 (See Montana School Accreditation Manual, Chapter 55, page 2).

Collaboration among staff, parents, local trustees, and other stakeholders includes the stakeholder group for special education.

List the stakeholder groups (be specific. i.e., grade 4 teachers) who participated in your district's alignment to standards work and describe how this group worked to align district curriculum and assessment to Montana's Content and Performance Standards.

List the stakeholder groups (be specific. i.e., grade 4 teachers) who participated in the district's Comprehensive Education Planning work and describe the way the group made decisions about the design of this plan.

List the stakeholder groups (be specific, i.e., grade 4 teachers) and describe how this group made decisions about professional development.

Provide any other information that would be useful in understanding your district/school alignment and planning process. (e.g., timelines, work plans, calendars, local trustee policies)

Section E – Professional Development

Accreditation Standards: Procedures, 10.55.601 (See Montana School Accreditation Manual, Chapter 55, page 1)(3)(a) (v) **a professional development component, in accordance with ARM 10.55.714 Professional Development**(Montana School Accreditation Manual, Chapter 55, page 9).

List the professional development programs the district will provide in order to reach district goals.

(For Example: Leadership in Data Driven School Improvement, Indian Education for ALL, and Researched Practices in Middle School Mathematics would be names of professional development programs.)

Describe research-based strategies and actions that your district will implement to reach district goals. Explain why you feel these actions will increase the performance of the least successful students.

Describe how you will use technology as a teaching tool in order to reach district goals.

For Example: Plan describes how the district will use technology to reach district goals, how the district will improve teachers' ability to teach using technology and how the district will integrate state technology content and performance standards into local curricula and instruction.

Section F – Strategic Action Plan

Accreditation Standards: Procedures, 10.55.601 (See Montana School Accreditation Manual, Chapter 55, page 1)
(5) To ensure continuous educational improvement, the office of public instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students. **Board of Trustees 10.55.701 (8)** To ensure continuous education improvement, the district shall engage in a continuous school improvement process. (Montana School Accreditation Manual, Chapter 55, page 6)

Guidelines for analyzing data

1) What to do

- a) Identify strengths and challenges
- b) State only what the data says
- c) Focus on student related information

2) What not to do

- a) Do not offer solutions in findings
- b) Do not describe cause or blame in findings
- c) Do not include wishes or wants in findings

Questions to answer when planning

Where are we?

Where do we want to go? What goal do we want to reach?

What will it look like when we get there?

What do we need to get there?

How will you know if we get there?

What changes will we make if we don't get to our destination?

Section F-Sample

Five-Year Comprehensive Education Plan District Goals Flow Chart

District Performance Goal	Where We Are Now? Performance Indicator (2002 Baseline Data aggregated and disaggregated)	Where we want to be each year? (Performance Target)	Strategies for meeting this goal. (*See also Professional Development Plan Section E.)
	By ALL Students		
	By Gender		
	By F/R Lunch		
	By Ethnicity/Race		
	By Special Education Students		